

Business Training Ventures Limited

Monitoring visit report

Unique reference number: 1270757

Name of lead inspector: Steve Hunsley, Her Majesty's Inspector

Inspection date(s): 10 to 11 November 2020

Type of provider: Independent learning provider

Address: 2nd Floor
Regents Orthodontics
87 Manningham Lane
Bradford
BD1 3BN

Monitoring visit: main findings

Context and focus of visit

From March 2019, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of adult learning provision which began to be funded from August 2017 or after by the Education and Skills Funding Agency. This provider received a monitoring visit under these arrangements and was found to be making insufficient progress against one or more themes.

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out additional monitoring visits to new providers that were judged to be making insufficient progress against one or more themes at their previous monitoring visit and would have been due their full inspection up to or during the interim phase but have not received it because of the suspension of routine inspections. This monitoring visit was undertaken as part of those arrangements as outlined in the [interim phase operational note for further education and skills](#) and with reference to the further education and skills handbook and is focused on the themes set out below.

Business Training Ventures, trading as Potential 4 Skills (P4S), began to deliver adult learning provision in August 2017. Currently, 122 learners are on adult learning programmes, often taking more than one qualification. Programmes include work skills with a focus on customer service, construction, warehousing and logistics at entry level and level 1, English, mathematics and information and communications technology (ICT) at entry level to level 2, and personal and social development at entry level and level 1. P4S delivers learning from a training centre in Bradford, and most learners live in the local community.

Themes

How much progress have leaders and managers made in designing and delivering relevant adult learning provision that has a clearly defined purpose? **Reasonable progress**

Since the previous monitoring visit, senior leaders have ensured that the programmes that they offer better meet the needs of the local community. Managers have successfully revamped the content and structure of the curriculum. They have focused the vocational curriculum on the largest employment sectors in the area, which are construction, warehousing and logistics, and customer service. Managers have added English provision up to level 2 as part of the curriculum offer.

Leaders work effectively with their partners to provide a range of courses to develop the skills and behaviours that learners need to re-enter the job market. Managers and advisers at Jobcentre Plus and the local authority value the flexible and swift

manner in which staff at P4S respond to their customers' needs. For example, leaders have ensured that learners have the relevant information that they need to apply for job roles in the construction and warehousing sectors.

Leaders and managers make sure that their tutors and staff are well qualified and have appropriate experience in their subject. Learners value the expertise and support that tutors provide in helping them to put their learning into practice. For example, with the introduction of higher-level English courses, learners feel more confident in applying for jobs and in attending interviews.

Leaders are self-critical and have an accurate understanding of the strengths and weaknesses of their operation and provision. This enables them to identify and enhance aspects that require improvement. Since the previous monitoring visit, leaders have strengthened their governance arrangements by establishing a well-informed board of directors. They have ensured that managers and tutors are more accountable through the introduction of effective methods to assure the quality of teaching.

Managers routinely monitor the progress that learners make on their courses and track their destinations once they have left their course. This enables leaders to evaluate how effective the curriculum is in supporting learners into employment or further training, and in helping them in their daily lives.

How much progress have leaders and managers made to ensure that learners benefit from high-quality adult education that prepares them well for their intended job role, career aims and/or personal goals? **Reasonable progress**

Tutors organise the curriculum in a way that enables learners to begin by gaining an understanding of how their behaviours and attitudes are central to performing well at work. Learners then develop their skills and knowledge in health and safety, team work and communication. Each area of skill and knowledge is grounded in the specific vocational pathway that the learner wants to follow. For example, learners research the behaviour and attitudes that major logistics companies seek in their employees.

Managers have redesigned taught sessions so that there is more direct contact time and less reliance on learners completing work books on their own to meet awarding body criteria. They have added enrichment workshops that help learners to develop their wider life skills, such as in money management.

Tutors incorporate English and mathematics in vocational subjects in a way that makes them relevant to learners. For example, learners on the warehousing course learn how to calculate weights for loading pallets.

Staff provide effective information, advice and guidance to learners. Before the beginning of each course, staff identify the prior employment histories, qualifications and work goals of learners. They use this information well to put learners on the right type and level of programme. They support learners towards the end of their programme to apply for jobs or progress on to a higher-level qualification.

Learners develop new skills and knowledge on their courses. Learners on English courses improve the standard of their essay writing and become much more confident communicators. Learners who have become unemployed during the COVID-19 pandemic, after working for many years in the same job, gain an understanding about how best to present themselves to potential new employers.

In vocational subjects, feedback on learners' work is too generic and overly positive. Teachers do not give enough personal feedback to learners about how they could excel at what they do. Teachers of English, mathematics and ICT provide helpful feedback that enables learners to improve their work and learn from their errors.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Leaders and managers ensure that appropriate policies, procedures and arrangements are in place to keep learners safe and to meet the 'Prevent' duty. All staff encourage a positive culture of safeguarding in the training centre. Staff offer helpful information on safeguarding to learners through posters and leaflets in the training centre and in learners' course induction. As a result, learners feel safe and know how to report any concerns.

All staff are suitably trained and qualified, and they receive regular updates about safeguarding. The designated safeguarding lead is appropriately qualified and liaises effectively with relevant external safeguarding agencies. Leaders and managers ensure, through their recruitment process, that staff are safe to work with learners.

Learners do not understand the risks associated with radicalisation and extremism in the area. Tutors do not reinforce learners' knowledge of these risks throughout the courses, so learners forget what they have been told at induction.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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